

**Introduced by Senator Yee**

February 15, 2007

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An act to add *and repeal* Chapter 6.2 (commencing with Section 52060) ~~to~~ of Part 28 of Division 4 of Title 2 of the Education Code, relating to pupils.

LEGISLATIVE COUNSEL'S DIGEST

SB 288, as amended, Yee. Pupils: comprehensive learning support system.

Existing law establishes various educational programs for pupils in elementary, middle, and high school to be administered by the State Department of Education.

This bill would establish the Comprehensive Pupil Learning Support System (*CPLSS*), a pilot program, to ensure that each pupil will be a productive and responsible learner and citizen. ~~The bill would require the department~~ *would be required* to administer and implement the program through funds that are made available to the department for the purposes of the program. ~~The bill would require the department and~~ to adopt regulations to implement the program. *The department also would be required to select an independent agency to evaluate the success of the CPLSS component. The independent agency would be required to complete the evaluation and submit the completed evaluation to the department by December 31, 2011.*

~~The bill would require each~~

*Each* elementary, middle, and high school involved in the pilot program *would be required* to develop an individual schoolsite plan based on guidelines to be developed by the department. ~~The bill would~~

~~require each~~ *Each* individual schoolsite plan ~~to~~ *would be required*, among other things, *to* enhance the capacity of each school to handle transition concerns confronting pupils and their families, enhance home involvement, provide special assistance to pupils and families, and incorporate outreach efforts to the community.

*These provisions would be repealed on January 1, 2012.*

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. The Legislature hereby finds and declares all of  
2 the following:

3 (a) The UCLA Center for Mental Health in Schools, the WestEd  
4 Regional Educational Laboratory, the State Department of  
5 Education, and other educational entities have adopted the concept  
6 of learning support within ongoing efforts to address barriers to  
7 pupil learning and enhance the healthy development of children.

8 ~~(b) Learning supports are the~~ *support is the collection of*  
9 resources, strategies, and practices that provide physical, social,  
10 emotional, and intellectual supports intended to enable all pupils  
11 to have an equal opportunity for success at school. To accomplish  
12 this goal, a comprehensive, multifaceted, and cohesive learning  
13 support system should be integrated with instructional efforts and  
14 interventions provided in classrooms and schoolwide to address  
15 barriers to learning and teaching.

16 (c) There is a growing consensus among researchers,  
17 policymakers, and practitioners that stronger collaborative efforts  
18 by families, schools, and communities are essential to pupil  
19 success.

20 (d) An increasing number of American children live in  
21 communities where caring relationships, support resources, and a  
22 profamily system of education and human services do not exist to  
23 protect children and prepare them to be healthy, successful, and  
24 resilient learners.

25 ~~(e) Especially in those communities~~ *the communities described*  
26 *in subdivision (d)*, a renewed partnership of schools, families, and  
27 community members must be created to design and carry out  
28 system improvements to provide the learning support required by  
29 each pupil to succeed in school.

1 (f) Learning support is the collection of resources, strategies  
2 and practices, and environmental and cultural factors extending  
3 beyond the regular classroom curriculum that together provide the  
4 physical, emotional, and intellectual support that every pupil needs  
5 to achieve high-quality learning.

6 (g) A school that has an exemplary learning support system  
7 employs internal and external supports and services needed to help  
8 pupils become good parents, good neighbors, good workers, and  
9 good citizens of the world.

10 (h) The overriding philosophy *of a learning support system* is  
11 that educational success, physical health, emotional support, and  
12 family and community strength are inseparable.

13 (i) To implement the concept of ~~learning-supports~~ *support*, the  
14 state must systematically realign and redefine new and existing  
15 resources into a comprehensive system that is designed to  
16 strengthen pupils, schools, families, and communities rather than  
17 continuing to respond to these issues in a piecemeal and fragmented  
18 manner.

19 (j) ~~Development of learning-supports~~ *a learning support system*  
20 at every school is essential in complying with the requirements of  
21 the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301  
22 et seq.) and the federal Individuals with Disabilities Education Act  
23 (20 U.S.C. Sec. 1400 et seq.). This includes the enhancement of  
24 academic performance; *and* the reduction of pupil absences,  
25 behavioral problems, inappropriate referrals for special education,  
26 and the number of pupils dropping out of schools. The state needs  
27 to ensure that each pupil is able to read, write, and relate  
28 effectively, has self-worth, has meaning-based learning  
29 opportunities, and has positive support networks from their peers,  
30 teachers, pupil support professionals, family members, and other  
31 school and community stakeholders.

32 (k) It is essential that each pupil becomes literate, confident,  
33 caring, and capable of thinking critically, solving problems,  
34 communicating effectively, and functioning as a contributing  
35 member of society.

36 (l) The educational climate in the public schools of the state —,  
37 as measured by problems such as overcrowded schools,  
38 absenteeism, increasing substance and alcohol abuse, school  
39 violence, sporadic parental involvement, dropouts, and other

1 indicators —, suggests that the state is in immediate need of a  
2 learning support system.

3 (m) A learning support system should encompass school-based  
4 and school-linked activities designed to enable teachers to teach  
5 and pupils to learn. It should include a continuum of interventions  
6 that promote learning and development, prevent or provide an  
7 early response to problems, and provide correctional, and remedial  
8 programs and services. In the aggregate, a learning support system  
9 should create a supportive and respectful learning environment at  
10 each school.

11 (n) A learning support system should serve as a primary and  
12 essential component at every school, be designed to support  
13 learning and provide each pupil with an equal opportunity to  
14 succeed at school, and be fully integrated into all school  
15 improvement efforts.

16 (o) The State Department of Education, other state agencies,  
17 ~~local~~ school districts, and local communities all devote resources  
18 to addressing learning barriers and promoting healthy development.  
19 Too often these resources are deployed in a fragmented,  
20 duplicative, and categorical manner that results in misuse of sparse  
21 resources and a failure to reach all the pupils and families in need  
22 of support. A learning support system will provide a unifying  
23 concept and context for linking with other organizations and  
24 agencies as needed and can be a focal point for integrating school  
25 and community resources into a comprehensive, multifaceted, and  
26 cohesive component at every school.

27 (p) It is the intent of the Legislature that the Comprehensive  
28 Pupil Learning Support System (CPLSS) be fully integrated with  
29 other efforts to improve instruction and focused on maximizing  
30 the use of resources at individual schools and at the district level.  
31 It is further the intent of the Legislature that collaborative  
32 arrangements with community resources be developed with a view  
33 to filling any gaps in CPLSS components.

34 SEC. 2. Chapter 6.2 (commencing with Section 52060) is added  
35 to Part 28 of Division 4 of Title 2 of the Education Code, to read:

CHAPTER 6.2. COMPREHENSIVE PUPIL LEARNING SUPPORT  
SYSTEM

52060. (a) There is hereby established the Comprehensive Pupil Learning Support System (CPLSS) pilot program to accomplish all of the following objectives:

(1) Provide pupils with a support system—so—as to ensure that they will be productive and responsible learners and citizens.

(2) Increase the success of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) in reducing the achievement gap among pupils in the state.

(3) Address the findings of the Harvard University Civil Rights Project, including the difference in the high school graduation rate of 71 percent for all pupils in California and the rate of 41 percent for pupils who are of certain minority groups.

(4) Address the plateau effect of current pupil test scores.

(b) The CPLSS shall ensure that pupils have an equal opportunity to succeed academically in a supportive, caring, respectful, and safe learning environment.

(c) The goals described in paragraphs (1) to (4), inclusive, of subdivision (a) shall be accomplished by involving pupils, teachers, pupil support professionals, family members, and other school and community stakeholders in the development, daily implementation, monitoring, and maintenance of a learning support system at every school and by integrating the human and financial resources of relevant public and private agencies.

52061. The department, in collaboration with participating school districts, knowledgeable stakeholders, experts from institutions of higher education, and communities, shall facilitate the establishment of the CPLSS by doing all of the following:

(a) Developing guidelines and strategic procedures to assist the establishment of the CPLSS component at each school.

(b) Providing ongoing technical assistance, leadership training, and other capacity building supports.

(c) Rethinking the roles of pupil services personnel and other support staff for pupils and integrating their responsibilities into the educational program in a manner that meets the needs of pupils, teachers, and other educators.

(d) Detailing procedures for establishing infrastructure mechanisms between schools and school districts.

1 (e) Coordinating with other state, local, and community agencies  
2 that can play a role in strengthening the CPLSS.

3 (f) Ensuring that the CPLSS is integrated within the organization  
4 of participating schools, school districts, and the department in a  
5 manner that reflects the individual schoolsite plans developed by  
6 schools pursuant to subdivision (a) of Section 52062.

7 (g) Enhancing collaboration between state and local agencies  
8 and other relevant resources to facilitate local collaboration and  
9 integration of resources.

10 (h) Including an assessment of the CPLSS in all future school  
11 reviews and accountability reports.

12 52062. (a) Each elementary, middle, and high school involved  
13 in the pilot program shall establish a school-community council  
14 of stakeholders to develop a CPLSS component of its individual  
15 schoolsite plan based on the assessed needs and strengths of the  
16 school, including a school action plan based on the guidelines  
17 developed by the department pursuant to *subdivision (a)* of Section  
18 52061.

19 (b) Each component of the individual schoolsite plan pursuant  
20 to subdivision (a) shall be developed with the purpose of doing all  
21 of the following:

22 (1) ~~Enhance~~ *Enhancing* the capacity of teachers to address  
23 problems, engage and reengage pupils in classroom learning, and  
24 foster social, emotional, intellectual, and behavioral development  
25 by ensuring that teacher training and assistance includes strategies  
26 for better addressing learning, behavioral, and emotional problems  
27 within the context of the classroom. Interventions pursuant to this  
28 paragraph may include, but not be limited to, all of the following:

29 (A) Addressing a greater range of pupil problems within the  
30 classroom through an increased emphasis on strategies for positive  
31 social and emotional development, problem prevention, and  
32 accommodation of differences in the motivation and capabilities  
33 of pupils.

34 (B) Classroom management that emphasizes reengagement of  
35 pupils in classroom learning and minimizes overreliance on social  
36 control strategies.

37 (C) Collaboration with pupil support staff and parents or  
38 guardians in providing additional assistance to foster enhanced  
39 responsibility, problemsolving, resilience, and effective  
40 engagement in classroom learning.

1     (2) ~~Enhance~~*Enhancing* the capacity of schools to handle  
2 transition concerns confronting pupils and their families by  
3 ensuring that systems and programs are established to provide  
4 supports for the many transitions pupils, their families, and school  
5 staff encounter. Interventions pursuant to this paragraph may  
6 include, but are not limited to, all of the following:

7     (A) Welcoming and social support programs for newcomers.

8     (B) Before, during, and after school programs to enrich learning  
9 and provide safe recreation.

10    (C) Articulation programs to support grade transitions.

11    (D) Addressing transition concerns related to vulnerable  
12 populations, including, but not limited to, those in homeless  
13 education, migrant education, and special education programs.

14    (E) Vocational and college counseling and school-to-career  
15 programs.

16    (F) Support in moving to postschool living and work.

17    (G) Outreach programs to reengage truants and dropouts in  
18 learning.

19    (3) ~~Respond~~*Responding* to, minimize the impact of, and prevent  
20 crisis by ensuring that systems and programs are established for  
21 emergency, crisis, and followup responses and for preventing crises  
22 at a school and throughout a complex of schools. Interventions  
23 pursuant to this paragraph may include, but are not limited to, all  
24 of the following:

25    (A) Establishment of a crisis team to ensure immediate response  
26 when emergencies arise, and to provide aftermath assistance as  
27 necessary and appropriate so that pupils are not unduly delayed in  
28 reengaging in learning.

29    (B) Schoolwide and school-linked prevention programs to  
30 enhance safety at school and to reduce violence, bullying,  
31 harassment, abuse, and other threats to safety in order to ensure a  
32 supportive and productive learning environment.

33    (C) Classroom curriculum approaches focused on preventing  
34 crisis events, including, but not limited to, violence, suicide, and  
35 physical or sexual abuse.

36    (4) ~~Enhance~~*Enhancing* home involvement by ensuring that  
37 there are systems, programs, and contexts established that lead to  
38 greater parental involvement to support the progress of pupils with  
39 learning, behavioral, and emotional problems. Interventions

pursuant to this paragraph may include, but are not limited to, all of the following:

(A) Addressing specific needs of the caretakers of a pupil, including, but not limited to, providing ways for them to enhance literacy and job skills and meet their basic obligations to the pupils in their care.

(B) Reengaging homes that have disengaged from school involvement.

(C) Improved systems for communication and connection between home and school.

(D) Improved systems for home involvement in decisions and problemsolving affecting the pupil.

(E) Enhanced strategies for engaging parents or guardians in supporting the basic learning and development of their children to prevent or at least minimize learning, behavioral, and emotional problems.

~~(5) Outreach~~ *Reaching out* to the community in order to build linkages by ensuring that there are systems and programs established to provide outreach to and engage strategically with public and private community resources to support learning at school of pupils with learning, behavioral, and emotional problems. Interventions pursuant to this paragraph may include, but are not limited to, all of the following:

(A) Training, screening, and maintaining volunteers and mentors to assist school staff in enhancing pupil motivation and capability for learning.

(B) Job shadowing and service learning programs to enhance the expectations of pupils for postgraduation employment opportunities.

(C) Enhancing limited school resources through linkages with community resources, including, but not limited to, libraries, recreational facilities, and postsecondary educational institutions.

(D) Enhancing community and school connections to heighten a sense of community.

~~(6) Provide~~ *Providing* special assistance for pupils and families as necessary by ensuring that there are systems and programs established to provide or connect with direct services when necessary to address barriers to the learning of pupils at school. Interventions pursuant to this paragraph may include, but are not limited to, all of the following:



1 (A) Special assistance for teachers in addressing the problems  
2 of specific individuals.

3 (B) Processing requests and referrals for special assistance,  
4 including, but not limited to, counseling or special education.

5 (C) Ensuring effective case and resource management when  
6 pupils are receiving direct services.

7 (D) Connecting with community service providers to fill gaps  
8 in school services and enhance access for referrals.

9 (c) The process of developing, implementing, monitoring, and  
10 maintaining the component of the individual schoolsite plan  
11 pursuant to subdivision (a) shall include, but not be limited to, all  
12 of the following:

13 (1) Ensuring effective school mechanisms for assisting  
14 individuals and families with decisionmaking and timely,  
15 coordinated, and monitored referrals to school and community  
16 services when indicated. The mechanisms shall draw on the  
17 expertise of pupil support service personnel at schools such as  
18 nurses, psychologists, counselors, social workers, speech and  
19 language pathologists, resource specialists, special education  
20 teachers, and child welfare attendance workers.

21 (2) A mechanism for an administrative leader, support staff for  
22 pupils, and other stakeholders to work collaboratively at each  
23 school with a focus on strengthening the individual schoolsite plan.

24 (3) A plan for capacity building and regular support for all  
25 stakeholders involved in addressing barriers to learning and  
26 promoting healthy development.

27 (4) Training and technical assistance, and accountability reviews  
28 as necessary.

29 (5) Minimizing duplication and fragmentation between school  
30 programs.

31 (6) Preventing problems and providing a safety net of early  
32 intervention.

33 (7) Responding to pupil and staff problems in a timely manner.

34 (8) Connecting with a wide range of school and community  
35 stakeholder resources.

36 (9) Recognizing and responding to the changing needs of all  
37 pupils while promoting the success and well-being of each pupil  
38 and staff member.

39 (10) Creating a supportive, caring, respectful, and safe learning  
40 environment.

1 52063. The CPLSS component of the individual schoolsite  
2 plan shall do all of the following:

3 (a) Be an essential component of all school improvement  
4 planning.

5 (b) Be fully integrated with plans to improve instruction.

6 (c) Focus on maximizing use of available resources at the school,  
7 school complex, and school district levels.

8 (d) Reflect all of the following:

9 (1) School policies, goals, guidelines, priorities, activities,  
10 procedures, and outcomes relating to implementing the CPLSS.

11 (2) Effective leadership and staff roles and functions for the  
12 CPLSS.

13 (3) A thorough infrastructure for the CPLSS.

14 (4) Appropriate resource allocation.

15 (5) Integrated school-community collaboration.

16 (6) Regular capacity building activity.

17 (7) Delineated standards, quality and accountability indicators,  
18 and data collection procedures.

19 52064. (a) For ~~the~~ purposes of this section, “complex of  
20 schools” means a group of elementary, middle, or high schools *or*  
21 *a group of elementary, junior high, or high schools* associated with  
22 each other due to the natural progression of attendance linking the  
23 schools.

24 (b) To ensure that the CPLSS is developed cohesively,  
25 efficiently uses community resources, and capitalizes on economies  
26 of scale, CPLSS infrastructure mechanisms shall be established at  
27 the school and school district levels.

28 (c) A complex of schools is encouraged to designate a pupil  
29 support staff member to facilitate a family complex CPLSS team  
30 consisting of representatives from each participating school.

31 (d) Each school district implementing a CPLSS shall establish  
32 mechanisms designed to build the capacity of CPLSS components  
33 at each participating school, including, but not limited to, providing  
34 technical assistance and training for the establishment of effective  
35 CPLSS components.

36 52065. (a) An independent agency selected by the department  
37 shall evaluate the success of the CPLSS component according to  
38 all of the following criteria:

39 (1) Improved systems for promoting prosocial pupil behavior  
40 and the well-being of staff and pupils, preventing problems,

1 intervening early after problems arise, and providing specialized  
2 assistance to pupils and their families.

3 (2) Increasingly supportive, caring, respectful, and safe learning  
4 environments at schools.

5 (3) Enhanced collaboration between each school and its  
6 community.

7 (4) The integration of the CPLSS component with all other  
8 school improvement plans.

9 (5) Fewer inappropriate referrals of pupils to special education  
10 programs or other special services.

11 (b) The evaluation shall consider all of the following items in  
12 determining the impact of the CPLSS, and the findings related to  
13 each item shall be included in the School Accountability Report  
14 Card pursuant to Section 33126:

15 (1) Pupil attendance.

16 (2) Pupil grades.

17 (3) Academic performance.

18 (4) Pupil behavior.

19 (5) Home involvement.

20 (6) Teacher retention.

21 (7) Graduation rates for high school pupils.

22 (8) Grade promotion for elementary, middle, and junior high  
23 schools.

24 (9) Truancy rates.

25 (10) Literacy development.

26 (11) Other indicators required by the federal No Child Left  
27 Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and included in  
28 the California Healthy Kids Survey.

29 (c) The evaluation shall compare the CPLSS components of  
30 schools that have similar records of pupil achievement at ~~3, 5, and~~  
31 ~~10~~ *three* years after implementation of the CPLSS components.

32 (d) *The independent agency described in subdivision (a) shall*  
33 *complete the evaluation and submit the completed evaluation to*  
34 *the department by December 31, 2011.*

35 52066. (a) The department shall develop a request for a grant  
36 application, to be submitted by school districts pursuant to this  
37 chapter. The department shall award funding pursuant to this  
38 chapter to five school districts based on the following criteria:

39 (1) The score of the school district on the grant application, as  
40 determined by the department.

(2) Current receipt by the school district of funding pursuant to Title I of the federal Elementary and Secondary Education Act of 1965 (20 U.S.C. Sec. 236 et seq.).

(3) The geographic and population characteristics of the school district.

(b) State funds that are appropriated for purposes of this chapter shall be allocated as follows:

(1) Four hundred thousand dollars (\$400,000) shall be apportioned to each school district that is selected by the department pursuant to subdivision (a) per calendar year for three years. Each of these school districts shall identify a feeder pattern of one elementary school, one middle or junior high school, and one high school to receive funding.

(2) One million dollars (\$1,000,000) shall be apportioned to the department per year for three years for all of the following purposes:

(A) To hire one education programs consultant and one analyst.

(B) To contract for training and technical assistance services.

(C) To contract for formative and summative evaluations.

*52067. This chapter shall remain in effect only until January 1, 2012, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2012, deletes or extends that date.*